

2013-2014 SCHOOL IMPROVEMENT PLAN

Emerald Shores Elementary School

404 EMERALD RD
Ocala, FL 34472
352-671-4800

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 69%
Alternative/ESE Center No	Charter School No	Minority Rate 59%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Emerald Shores Elementary Schl

Principal

John C. Williams

School Advisory Council chair

Marcia Ricks

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
John C. Williams	Principal
Donna Cook	Assistant Principal
Kathy Hopple	Dean
Krista Boyd	Academic Coach
Margaret Howell	Reading Coach

District-Level Information

District

Marion

Superintendent

Mr. George D Tomy

Date of school board approval of SIP

11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC consist of a majority of parents and community members supplemented by teachers and principal to complete the team. Racial and ethnic guidelines are followed regarding the composition of SAC.

Involvement of the SAC in the development of the SIP

SAC members are given school data and goals and provide feedback during draft process and before final edit.

Parent feedback is incorporated into the plan.

Activities of the SAC for the upcoming school year

SAC will meet monthly and will be given monthly updates on school progress as it implements the school improvement plan. Grade levels will also present curriculum based activities/summaries at SAC meetings.

Projected use of school improvement funds, including the amount allocated to each project

When funding is available it will be used to supplement teacher instruction as teaching implement their curriculum.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

John C. Williams

Principal

Years as Administrator: 17

Years at Current School: 0

Credentials

Ed.S University of Florida

Performance Record

2012-13 School grade D AYP No
2011-12 School grade C AYP No
2010- 11 School grade B AYP No
2009-10 School grade C AYP No

Donna Cook

Asst Principal

Years as Administrator: 13

Years at Current School: 2

Credentials

Masters in Ed Leadership

Performance Record

2012- 13 School Grade of D
2011-12 School Grade of C
4 yrs- Assistant Principal of Howard Middle

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Krista Byod**

Full-time / School-based

Years as Coach: 3

Years at Current School: 3

Areas

Mathematics, Science, Data

Credentials

Ed.S. Ed. Leadership

Performance Record2011-12 school year B AYP No
2012-13 school year C AYP No**Margaret Howell**

Full-time / District-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

Credentials

Masters

Performance Record

Ms. Howell is a first year Reading Coach. No school grade data available

Classroom Teachers**# of classroom teachers**

48

receiving effective rating or higher

48, 100%

Highly Qualified Teachers

100%

certified in-field

48, 100%

ESOL endorsed

31, 65%

reading endorsed

4, 8%

with advanced degrees

12, 25%

National Board Certified

1, 2%

first-year teachers

0, 0%

with 1-5 years of experience

19, 40%

with 6-14 years of experience

16, 33%

with 15 or more years of experience

9, 19%

Education Paraprofessionals

of paraprofessionals

12

Highly Qualified

12, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- 1.District electronic application process allows candidates from across the nation to apply for vacancies at Emerald Shores Elementary. Debra Mueller On-going
- 2.District New Teacher orientation Dianna Thompson On-going
- 3.Teacher Mentor Program for teachers new to the profession and new to the school - John C. Williams SY 2014
- 4.Data Team meetings ensure that our new teachers stay fully informed re: policies, procedures, district/school based initiatives, student performance, and best practices. DTs provide for grade level collaboration to maximize new teacher success! P- John C. Williams
AP-Donna Cook
RC-Margaret Howell
AC-Krista Boyd
Dean- Kathy Hopple
GC-Cindy Witmer SY 2014

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

1. District New Teacher orientation Dianna Thompson On-going
2. Teacher Mentor Program for teachers new to the profession and new to the school .. Peer mentor orients and serves as advocate for teacher to ensure needs and required trainings are achieved.
John C Williams SY 2014
4. Data Team meetings ensure that our new teachers stay fully informed re: policies, procedures, district/school based initiatives, student performance, and best practices. DTs provide for grade level collaboration to maximize new teacher success! P- John C. Williams

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership team, also the Synergy Team/Student Assistance Team (SAT), completes the following actions:

- Step 1: Problem Identification – identifies and defines the target problem
- Step 2: Problem Analysis – attempts to determine why the problem is occurring
- Step 3: Intervention Design – carefully selects interventions needed to remedy the problem
- Step 4: Response to Intervention – monitors progress to determine if interventions are creating positive change

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS Leadership Team provides support in the following ways: (1) strong administrative support to ensure commitment to the school's improvement goals, allocation of resources, and sustainability over time (2) strong teacher support to share in the common goal of improving instruction and/or behavior, and (3) parental support for school improvement processes. The school improvement plan is written by the staff and School Advisory Council (SAC) to identify instructional improvements needed to make AMO and to earn a school grade of an 'A'. Throughout the school year, SAC participates in evaluating the progress of the SIP and school's performance in meeting growth targets.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

At the opening of the school year, all staff will receive a refresher on the MTSS Model and the SAT process. As well, professional development will be provided after school and during half day in-services to highlight the curriculum resources available and to articulate acceptable use of interventions. The focus will be on creating a shared understanding of the MTSS process and the teacher's, support staff's, and administrators' role in the process. In addition the leadership hold collaborative data meeting with grade level teams 2 a month. Problem solving based on taught skills is addressed during this meeting.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources include, but are not limited to: FAIR, Sme, AIMweb, District Benchmark Assessments, Focus Calendar Assessments, Demand Writing Scores, class performance grades, and Discipline Referrals. SAT is able to extrapolate the point at which target student(s) will "come in range" of target – even if this is long range. The level of "risk" lowers over time. A Positive response indicates the gap is

closing. A Questionable response indicates a decrease in the rate at which gap is widening, gap is still widening but at a slower rate. A Poor response indicates the gap continues with no change in rate.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

At the opening of the school year, all staff will receive a refresher on the MTSS Model and the SAT process. As well, professional development will be provided after school and during half day in-service to highlight the curriculum resources available and to articulate acceptable use of interventions. The focus will be on creating a shared understanding of the MTSS process and the teacher's, support staff's, and administrators' role in the process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year:

Students who have struggled to meet the third grade requirements are enrolled in a six (6) week summer program designed to reinforce previously taught standards and to teach third (3rd) grade standards not yet mastered.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students are tested at end of program and based on their performance on the assessment and classwork recommendations are made next years placement.

Who is responsible for monitoring implementation of this strategy?

District office and school administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Williams	Principal
Cook	Assistant Principal
Howell	Reading Coach
Boyd	Academic coach
Palmaieri	CC Lead Teacher
Finnie	CC Lead Teacher

Name	Title
Smith	CC Lead Teacher
Bidell	CC Lead Teacher

How the school-based LLT functions

This team meets on a weekly basis. We meet to discuss the needs of all students, disseminate information and materials, discuss programs that will be implemented, and address feedback from teachers. The team provides administrative support to ensure commitment, resources and teacher support to share in the common goal of improving instruction and overall to build staff support, sustainability over time.

Major initiatives of the LLT

The LLT will concentrate on improving the preparedness of teachers to participate in the MTSS process, Progress Monitoring Meetings, and the SAT process. Teachers will receive an up-to-date curriculum resource guide and a detailed plan for professional development (including common core) directly associated with achieving academic and behavioral growth targets.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

STAGGER START is a district wide program designed to assist students in transitioning into local elementary schools. Five to six students per day attend school during the first three days, giving staff the opportunity to administer assessments, to develop one-on-one relationships with students, and to reduce anxiety associated with starting school. The Treasures placement test, FAIR, and FLKRS are assessment tools used to determine the readiness needs of these Kindergarten students. Students who need intensive interventions will receive additional assistance from trained teachers and paraprofessionals, utilizing the Scott Foresman's ERI kits, Triumphs, and other intervention materials. Title 1 funds are used to deliver parent workshops such as Building Better Readers, which provides specific strategies for improving children's reading achievement. During the spring and summer kindergarten enrollment periods, information is shared with parents regarding the state funded Voluntary Pre-K opportunities and the Home Instruction of Parents of Pre-School Youngsters (HIPPY). This year Emerald Shores is offering a Title I Pre-K/VPK School Year program to ensure students have a successful transition to Kindergarten.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	39%	No	62%
American Indian		33%		
Asian		66%		
Black/African American	44%	18%	No	50%
Hispanic	62%	35%	No	66%
White	65%	55%	No	69%
English language learners	44%	16%	No	50%
Students with disabilities	33%	15%	No	39%
Economically disadvantaged	55%	36%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	144	41%	60%
Students scoring at or above Achievement Level 4	35	11%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	170	55%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	44	56%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		25%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		25%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	25	38%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	47%	No	61%
American Indian				
Asian				
Black/African American	46%	28%	No	51%
Hispanic	55%	39%	No	60%
White	66%	64%	No	69%
English language learners	38%	10%	No	44%
Students with disabilities	36%	18%	No	42%
Economically disadvantaged	55%	43%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	44%	54%
Students scoring at or above Achievement Level 4	39	17%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	110	50%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	29	53%	70%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	44%	55%
Students scoring at or above Achievement Level 4	17	14%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	112	100%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	163	24%	15%
Students retained, pursuant to s. 1008.25, F.S.	7	0%	0%
Students who are not proficient in reading by third grade	23	22%	10%
Students who receive two or more behavior referrals	141	22%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	68	11%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

On average, less than 25% of Emerald Shores' parents attended curriculum related PI events. Target is to increase to %50. Implement school Title 1 Parent Involvement program.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement in School programs and activities.	153	25%	50%

Area 10: Additional Targets**Additional targets for the school**

To maintain at least 97% (660) daily attendance and decrease our excessive absences and tardies by 10%

Continue the PBS program designed to improve school climate thereby decreasing suspensions and referrals

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Improve attendance	640	95%	97%
Decrease number of students suspended	141	18%	10%

Goals Summary

- G1.** The number of proficient in each subgroup will increase by (15%) Percent.
- G2.** Seventy (70) Percent of students will show learning gains in Reading..
- G3.** Seventy (70) Percent of students will show learning gains in Mathematics.
- G4.** Decrease number of students being suspended by ten (10) percent.
- G5.** Increase Parent involvement by ten (10) Percent.

Goals Detail

G1. The number of proficient in each subgroup will increase by (15%) Percent.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- Curriculum Coach, new reading series, Professional development

Targeted Barriers to Achieving the Goal

- Wide range of skill levels and low entry level skills

Plan to Monitor Progress Toward the Goal

Benchmark data, District and teacher assessments, work samples

Person or Persons Responsible

Administration, teachers, coaches

Target Dates or Schedule:

quarterly and weekly for teachers

Evidence of Completion:

Sixty percent of students will be proficient in reading , math, science and writing on Spring FCAT Assessments

G2. Seventy (70) Percent of students will show learning gains in Reading..

Targets Supported

Resources Available to Support the Goal

- District reading program, reading coach and new reading series

Targeted Barriers to Achieving the Goal

- High percentage of level 1 and 2 students

Plan to Monitor Progress Toward the Goal

Teacher test and district monitoring tools and assessments

Person or Persons Responsible

Principl and Assistant Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Monthly data team meetings with teachers to review student growth and mastery of standards

G3. Seventy (70) Percent of students will show learning gains in Mathematics.

Targets Supported**Resources Available to Support the Goal**

- District staff and math coach

Targeted Barriers to Achieving the Goal

- Low Math Literacy i.e. math facts and operations

Plan to Monitor Progress Toward the Goal

Student work and formative assessments

Person or Persons Responsible

Principal, Assistant Principal and coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data results showing growth from one assessment to next concluding with spring FCAT.

G4. Decrease number of students being suspended by ten (10) percent.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- PBS program

Targeted Barriers to Achieving the Goal

- Student buy in.

Plan to Monitor Progress Toward the Goal

Participation rates

Person or Persons Responsible

PBS committee

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Staff surveys. event participation and referral history.

G5. Increase Parent involvement by ten (10) Percent.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Title 1 budget and teachers

Targeted Barriers to Achieving the Goal

- Single parent homes and working hours.

Plan to Monitor Progress Toward the Goal

Agenda and attendance

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Rosters and parent feedback

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The number of proficient in each subgroup will increase by (15%) Percent.

G1.B1 Wide range of skill levels and low entry level skills

G1.B1.S1 Differentiated, explicit vocabulary instruction (SRA, Read Naturally, wonders)

Action Step 1

Centers will be designed to enrich and remediate. Teachers will use small group instruction to reach all levels. Students are grouped by level.

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

August 19 to June 1 2014 during the Reading Block.

Evidence of Completion

District, State assessments and teacher tests, teacher observations and classroom walk throughs

Facilitator:

CCC Lead teachers and Reading Coach

Participants:

K-5 teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Walk throughs, lesson plans required to be posted Share Point and reviewed during walk through, student work is also reviewed during walk through

Person or Persons Responsible

Administration (Principal and AP) and academic coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Formal Teacher Observations and results of FCA/Teacher Tests.

Plan to Monitor Effectiveness of G1.B1.S1

Quality of student work samples ,test data will be reviewed during data meeting sessions to focus instruction. Teachers are involved in the data meetings to assist in the development of a plan to address targeted needs

Person or Persons Responsible

Administration (Principal/AP) and Curriculum Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Results of FCAT and district assessments

G1.B1.S2 Implement iii plan across grade levels for 30 minutes a day

Action Step 1

Small group instruction using district approved scripted programs (i.e. Corrective, rewards, EIR)
Students are assigned to the program based on reading levels.

Person or Persons Responsible

K - 5 teachers and paraprofessionals are responsible for planning and providing iii. Coach works with the teacher to determine skills to be targeted and the program to be used.

Target Dates or Schedule

The first iii will begin September 9, 2013 and run daily (first 30 minutes of the day) for the whole school year.

Evidence of Completion

Classroom walk throughs and fidelity check list.

Facilitator:

Reading Coach

Participants:

K - 5 teachers and paraprofessionals are responsible for planning and providing iii. Coach works with the teacher to determine skills to be targeted and the program to be used.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Programs used and time on task.

Person or Persons Responsible

Administration (Principal and AP), and Academic Coaches

Target Dates or Schedule

Weekly starting September 9, 2013 - June 1, 2014

Evidence of Completion

All students in a iii class by August 30, 2013 and observation (walk through and fidelity checklist) of programs implemented with fidelity.

Plan to Monitor Effectiveness of G1.B1.S2

Lesson plans and activities (ensure it matches the requirements of the fidelitiiy checklist)

Person or Persons Responsible

Administration (Principal and AP) Academic Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Data meetings (results of the programs/probes) and observations from the fiderlity checklist.

G1.B1.S3 Implement District Science Focus Calendar grades 3-5 supported through hands-on, discovery based learning activities

Action Step 1

Lesson Plans will contain opportunities for inquiry based science activities

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

August 19, 2013 during science block

Evidence of Completion

Review of lesson plans on share point and during walk throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Direct instruction, student work showing participation in inquiry based learning.

Person or Persons Responsible

Administration (Principal/AP) and academic coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Observations and student projects

Plan to Monitor Effectiveness of G1.B1.S3

FCA Data, Student work, district test data

Person or Persons Responsible

Administration (Principal/AP), academic coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Data team meetings with teachers, coaches, AP and principal

G1.B1.S4 Increase use of Non-fiction novels across K-5.

Action Step 1

Teachers will require students to read at least one (1) non-fiction novel per quarter

Person or Persons Responsible

K - 5 teachers and Media Specialist

Target Dates or Schedule

August 19, 2013

Evidence of Completion

Student work samples, lesson plans placed on share point

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Access to Non Fiction novels and activities to respond to reading

Person or Persons Responsible

Administration (Principal/AP)

Target Dates or Schedule

August 26, 2013

Evidence of Completion

Lesson plans on share point, student journals and observations

Plan to Monitor Effectiveness of G1.B1.S4

Classroom instruction, student work samples

Person or Persons Responsible

Administration (Principal/AP)

Target Dates or Schedule

Monthly

Evidence of Completion

Review of student journals, reports and observations

G1.B1.S5 Explicit teaching of higher order thinking skills, critical analysis and reasoning skills

Action Step 1

Consistent use of question stems that provide opportunity for students to analyze, compare, constrasta and draw conclusions across curriculum

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

August 19 to June 1 2014

Evidence of Completion

Observations of discussion techniques, test questions and lesson plans

Facilitator:

CC Lead Teachers

Participants:

K-5 teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Teacher and student discussions, work samples and question stems

Person or Persons Responsible

Administration (Principal/AP), academic coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Observations and work samples

Plan to Monitor Effectiveness of G1.B1.S5

Student performance and work samples

Person or Persons Responsible

teachers, administration and academic coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Test scores and classroom observations

G1.B1.S6 Acceleration-pre teaching, building background knowledge

Action Step 1

Enrichment and acceleration activities

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

August 2013 during reading and math instruction

Evidence of Completion

Observations, student performance and review of lesson plans on share point and during walk throughs.

Facilitator:

CC Lead Teacher

Participants:

K-5 Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Acceleration activities in reading and mathematics

Person or Persons Responsible

Administration (Principal/AP) ,academic coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Review of lesson plans, work samples observations

Plan to Monitor Effectiveness of G1.B1.S6

Teacher instruction designed to remediate identified skills and opportunities for advancement for rest of students

Person or Persons Responsible

Administration, teachers and academic coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom observations, results of teacher and district tests

G1.B1.S7 Explicit math vocabulary instruction and application to multi-step problem solving

Action Step 1

Direct instruction using researched based strategies.

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

August 19, 2013 during each grade level designated math block

Evidence of Completion

Lesson plans and observaions

Facilitator:

Math Coach and CC Lead Teachaers

Participants:

K-5 teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S7

Daily instruction, student participation and test results

Person or Persons Responsible

Administration (Principal/AP), academic coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Walk throughs and test results

Plan to Monitor Effectiveness of G1.B1.S7

Unit test, FCA data

Person or Persons Responsible

Administration (Principal/AP), academic coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Student success rate and progress towards mastery of state standards adn Spring FCAT

G1.B1.S8 Schedule students during math block in third, fourth and fifth grade based on academic levels and learning needs.

Action Step 1

Sort all third, fourth and fifth graders during math instruction based on tested level and academic needs

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

September 10,2013 during math block

Evidence of Completion

Students will be assigned teachers based on academic levels.

Plan to Monitor Fidelity of Implementation of G1.B1.S8

Student academic data and teacher tests

Person or Persons Responsible

Principal, Math Coach and teachers

Target Dates or Schedule

Data team meetings are held twice month to review teacher and district test data

Evidence of Completion

Student data reviewed and lesson plans written to reflect academic needs

Plan to Monitor Effectiveness of G1.B1.S8

Student performance on teacher unit test and AIMSWEB which is district monitoring tool

Person or Persons Responsible

Teachers will conduct unit test and administer AIMSWEB prompts.

Target Dates or Schedule

Data will be collected biweekly using teacher test and once each nine weeks using district assessments

Evidence of Completion

Data team meetings and lessons plans developed based on needs identified.

G1.B1.S9 Implement with fidelity a school-wide writing program through Wonders reading series

Action Step 1

Writing to learn and summarize activities planned quarterly using writing opportunities embedded in wonders series

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

Beginning August 19 during 120 minute reading block

Evidence of Completion

Review of Lesson Plans on share point and during walk throughs

Facilitator:

CC Lead Teachers & Administration

Participants:

K-5 teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S9

Student writing samples and lesson plans

Person or Persons Responsible

Administration, academic coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Review of student writing folders and classroom observations

Plan to Monitor Effectiveness of G1.B1.S9

Teacher and student use of Wonder writing prompts, work samples and planned activities

Person or Persons Responsible

administration, academic coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Observations, student performance and review of lesson plans on share point and during walk throughs

G1.B1.S10 Emphasize writing to explain in all grade levels.

Action Step 1

Walk throughs and review of lesson plans on share point will be conducted specifically to determine if teachers have planned content based writing activities

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

August 19, 2013 during reading 120 minute reading and science?social studies block

Evidence of Completion

Review of lesson plans and scheduled observations to specifically observe content based writing

Facilitator:

CC Lead Teachers

Participants:

K-5 teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S10

Classroom instruction and student work samples

Person or Persons Responsible

Administration (Principal/AP), academic coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Scheduled Observations to observe writing instruction and student writing

Plan to Monitor Effectiveness of G1.B1.S10

Test results, writing portfolios

Person or Persons Responsible

administration, academic coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Observations and student performance on Demand Writings.

G2. Seventy (70) Percent of students will show learning gains in Reading..

G2.B1 High percentage of level 1 and 2 students

G2.B1.S1 Implement a morning triple iii reading block across all grade levels.

Action Step 1

Remedial and enrichment thirty minute block daily during first part of school day across all grade levels.

Person or Persons Responsible

Administration (Principal/AP) and reading coach

Target Dates or Schedule

September 9, 2013

Evidence of Completion

Observation of classrooms and all students assigned to a iii reading class

Facilitator:

Howell

Participants:

Administration (Principal/AP) and reading coach

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Direct instruction, implementation of designated reading program and lesson plans reflecting reading program.

Person or Persons Responsible

Administration (Principal/AP) and reading coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and formative assessments.

Plan to Monitor Effectiveness of G2.B1.S1

Teacher tests and district assessments

Person or Persons Responsible

Administration(Principal and AP)

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly data team meetings with teachers, principal, AP and reading coach to review student test data and progress monitoring information.

G2.B1.S2 Explicit instruction in vocabulary, fluency and comprehension.

Action Step 1

Each lesson will include instruction in vocabulary, fluency or comprehension

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Beginning August 19, 2013 during 120 minute reading block

Evidence of Completion

Observations, student performance and review of lesson plans on share point and during walk throughs.

Facilitator:

Boyd

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Lesson plans, student work and teacher instruction

Person or Persons Responsible

Administration(Principal/AP) and academic coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Observations, student performance and review of lesson plans on share point and during walk throughs.

Plan to Monitor Effectiveness of G2.B1.S2

Student work samples, explicit vocabulary instruction and assessment data

Person or Persons Responsible

Administration (Principal/AP)

Target Dates or Schedule

Monthly

Evidence of Completion

Data team meetings with teachers, Principal?AP and academic coach

G3. Seventy (70) Percent of students will show learning gains in Mathematics.

G3.B1 Low Math Literacy i.e. math facts and operations

G3.B1.S1 Explicit math vocabulary instruction and application to multi-step problem solving

Action Step 1

Researched based strategies directed at improving student math literacy and performance in math.

Person or Persons Responsible

K-5 classroom teachers

Target Dates or Schedule

August 19, 2013 during teacher planning time and classroom consultations

Evidence of Completion

Observations, student performance and review of lesson plans on share point and during walk throughs.

Facilitator:

K. Cook

Participants:

K-5 classroom teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Lesson plans, instruction and student work in centers

Person or Persons Responsible

Administration(Principal/AP) and math coach

Target Dates or Schedule

Weekly during math block

Evidence of Completion

Observations, student performance and review of lesson plans on share point and during walk throughs.

Plan to Monitor Effectiveness of G3.B1.S1

teacher test and distict assessments

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Data meetings and collaborative planning sessions to facilitate use of strategies

G3.B1.S2 Teachers will implement a consistent remediation and enrichment program through centers and small group instruction.

Action Step 1

Centers and small group instruction will have activities designed to remediate those in need and enriched students as they work independently and with aide of teacher or paraprofessional.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 19, 2013 during math block

Evidence of Completion

Observations, student performance and review of lesson plans on share point and during walk throughs.

Facilitator:

K. Boyd

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

student work during center time and center task cards

Person or Persons Responsible

Administration(Principal/AP) and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Observations of students during center time and lesson plans on share point

Plan to Monitor Effectiveness of G3.B1.S2

Student work, teacher assessments

Person or Persons Responsible

Administration(Principal/AP) and teachers

Target Dates or Schedule

Monthly by administration and weekly by teacher

Evidence of Completion

Collaborative planning meetings and student performance on district monitoring tools.

G4. Decrease number of students being suspended by ten (10) percent.

G4.B1 Student buy in.

G4.B1.S1 Train all staff on purpose and effective use of PBS program.

Action Step 1

PBS purpose and procedures

Person or Persons Responsible

Dean and PBS committee

Target Dates or Schedule

August 2013.

Evidence of Completion

Agenda

Facilitator:

K. Kopple

Participants:

Dean and PBS committee

Plan to Monitor Fidelity of Implementation of G4.B1.S1

PBS Meetings and student participatioin in PBS evnets and PBS store

Person or Persons Responsible

PBS committee

Target Dates or Schedule

Monthly

Evidence of Completion

Staff and student feedback

Plan to Monitor Effectiveness of G4.B1.S1

Referrals and participation in PBS events

Person or Persons Responsible

PBS committee

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in referrals as compared to 12-13 and increase in percentage of students eligible for PBS events.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Emerald Shores utilizes Title I, Part A funds for paraprofessional salaries, Academic Coach salary, to facilitate meaningful parent involvement, and to meet NCLB requirements by improving the scores of lower performing students.

Title II dollars are used to improve basic educational programs and to assist administrators and teachers in meeting students' needs through professional development opportunities.

In order to improve the education of our English Language Learners, Title III dollars are used to fund ELL paraprofessionals, materials and supplies, and ELL District Support Services.

Title X provides homeless children with food, clothing, school supplies, and social services referrals. In 2011, EMS received \$1000.00 through to assist families in need. The Marion County Health Department works with EMS to oversee the school health clinic and other health screening programs.

Emerald Shores participates in a local service funded through Childhood Development Services (CDS) that provides backpacks filled with food for students to pick up and take home to ensure that they have food over the weekend. In addition, a Fresh Fruit and Vegetable program funded by the USDA is available for all students through our Nutrition Services Department.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The number of proficient in each subgroup will increase by (15%) Percent.

G1.B1 Wide range of skill levels and low entry level skills

G1.B1.S1 Differentiated, explicit vocabulary instruction (SRA, Read Naturally, wonders)

PD Opportunity 1

Centers will be designed to enrich and remediate. Teachers will use small group instruction to reach all levels. Students are grouped by level.

Facilitator

CCC Lead teachers and Reading Coach

Participants

K-5 teachers

Target Dates or Schedule

August 19 to June 1 2014 during the Reading Block.

Evidence of Completion

District, State assessments and teacher tests, teacher observations and classroom walk throughs

G1.B1.S2 Implement iii plan across grade levels for 30 minutes a day

PD Opportunity 1

Small group instruction using district approved scripted programs (i.e. Corrective, rewards, EIR)
Students are assigned to the program based on reading levels.

Facilitator

Reading Coach

Participants

K - 5 teachers and paraprofessionals are responsible for planning and providing iii. Coach works with the teacher to determine skills to be targeted and the program to be used.

Target Dates or Schedule

The first iii will begin September 9, 2013 and run daily (first 30 minutes of the day) for the whole school year.

Evidence of Completion

Classroom walk throughs and fidelity check list.

G1.B1.S5 Explicit teaching of higher order thinking skills, critical analysis and reasoning skills

PD Opportunity 1

Consistent use of question stems that provide opportunity for students to analyze, compare, constrasta and draw conclusions across curriculum

Facilitator

CC Lead Teachers

Participants

K-5 teachers

Target Dates or Schedule

August 19 to June 1 2014

Evidence of Completion

Observations of discussion techniques, test questions and lesson plans

G1.B1.S6 Acceleration-pre teaching, building background knowledge

PD Opportunity 1

Enrichment and acceleration activities

Facilitator

CC Lead Teacher

Participants

K-5 Teachers

Target Dates or Schedule

August 2013 during reading and math instruction

Evidence of Completion

Observations, student performance and review of lesson plans on share point and during walk throughs.

G1.B1.S7 Explicit math vocabulary instruction and application to multi-step problem solving

PD Opportunity 1

Direct instruction using researched based strategies.

Facilitator

Math Coach and CC Lead Teacher

Participants

K-5 teachers

Target Dates or Schedule

August 19, 2013 during each grade level designated math block

Evidence of Completion

Lesson plans and observations

G1.B1.S9 Implement with fidelity a school-wide writing program through Wonders reading series

PD Opportunity 1

Writing to learn and summarize activities planned quarterly using writing opportunities embedded in wonders series

Facilitator

CC Lead Teachers & Administration

Participants

K-5 teachers

Target Dates or Schedule

Beginning August 19 during 120 minute reading block

Evidence of Completion

Review of Lesson Plans on share point and during walk throughs

G1.B1.S10 Emphasize writing to explain in all grade levels.

PD Opportunity 1

Walk throughs and review of lesson plans on share point will be conducted specifically to determine if teachers have planned content based writing activities

Facilitator

CC Lead Teachers

Participants

K-5 teachers

Target Dates or Schedule

August 19, 2013 during reading 120 minute reading and science?social studies block

Evidence of Completion

Review of lesson plans and scheduled observations to specifically observe content based writing

G2. Seventy (70) Percent of students will show learning gains in Reading..

G2.B1 High percentage of level 1 and 2 students

G2.B1.S1 Implement a morning triple iii reading block across all grade levels.

PD Opportunity 1

Remedial and enrichment thirty minute block daily during first part of school day across all grade levels.

Facilitator

Howell

Participants

Administration (Principal/AP) and reading coach

Target Dates or Schedule

September 9, 2013

Evidence of Completion

Observation of classrooms and all students assigned to a iii reading class

G2.B1.S2 Explicit instruction in vocabulary, fluency and comprehension.

PD Opportunity 1

Each lesson will include instruction in vocabulary, fluency or comprehension

Facilitator

Boyd

Participants

Classroom teachers

Target Dates or Schedule

Beginning August 19, 2013 during 120 minute reading block

Evidence of Completion

Observations, student performance and review of lesson plans on share point and during walk throughs.

G3. Seventy (70) Percent of students will show learning gains in Mathematics.

G3.B1 Low Math Literacy i.e. math facts and operations

G3.B1.S1 Explicit math vocabulary instruction and application to multi-step problem solving

PD Opportunity 1

Researched based strategies directed at improving student math literacy and performance in math.

Facilitator

K. Cook

Participants

K-5 classroom teachers

Target Dates or Schedule

August 19, 2013 during teacher planning time and classroom consultations

Evidence of Completion

Observations, student performance and review of lesson plans on share point and during walk throughs.

G3.B1.S2 Teachers will implement a consistent remediation and enrichment program through centers and small group instruction.

PD Opportunity 1

Centers and small group instruction will have activities designed to remediate those in need and enriched students as they work independently and with aide of teacher or paraprofessional.

Facilitator

K. Boyd

Participants

Teachers

Target Dates or Schedule

August 19, 2013 during math block

Evidence of Completion

Observations, student performance and review of lesson plans on share point and during walk throughs.

G4. Decrease number of students being suspended by ten (10) percent.

G4.B1 Student buy in.

G4.B1.S1 Train all staff on purpose and effective use of PBS program.

PD Opportunity 1

PBS purpose and procedures

Facilitator

K. Kopple

Participants

Dean and PBS committee

Target Dates or Schedule

August 2013.

Evidence of Completion

Agenda

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The number of proficient in each subgroup will increase by (15%) Percent.	\$500
	Total	\$500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1	\$500	\$500
Total	\$500	\$500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The number of proficient in each subgroup will increase by (15%) Percent.

G1.B1 Wide range of skill levels and low entry level skills

G1.B1.S3 Implement District Science Focus Calendar grades 3-5 supported through hands-on, discovery based learning activities

Action Step 1

Lesson Plans will contain opportunities for inquiry based science activities

Resource Type

Evidence-Based Program

Resource

Teachers will review and implement the Nine (9) High Impace Strategies and Wonder series

Funding Source

Title 1

Amount Needed

\$500